

READING  
**Between**  
the **Lions**   
READING  
ROOTS  
5th Edition

# Guide

A comprehensive resource for teachers



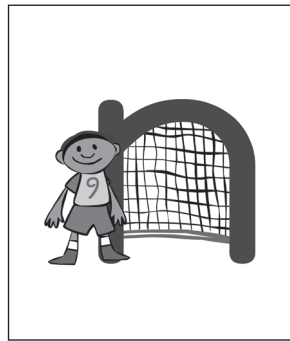


## Presenting /n/

The FastTrack Phonics component uses colorful mnemonic pictures with alliterative phrases, sounds, and letter cues to provide phonemic-awareness and phonics instruction. Students learn a sound in FastTrack Phonics before it is the focus sound in a Shared Story.

At a Glance serves as the table of contents for each lesson.

### At a Glance



New sound: /n/

Review sound: /i/

The "You will need" section in each component helps teachers gather the materials that they will need for the lesson. These and other visuals are also included in the interactive software.

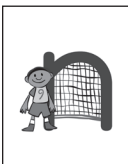
### You will need:

- Key Cards (wall set and teacher set)
- Upper- and lowercase alphabet card set
- Letter Blending Cards Deck 1
- Alphie puppet
- Partner Phonics Booklet 1

**Foundational Skills for Reading  
Grade 1**

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single-syllable words.
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Think-Pair-Share



**Animated Alphabet videos demonstrate sounds and teach students alliterative phrases to help remember them.**

**Alphabet Wall Frieze**

- Play the Alphabet Wall Frieze, and ask students to name each picture.

**Hear the New Sound****Key Picture**

- Use the Key Picture activity to display the Key Card for /n/ and play the alliterative phrase: **Ned is near the net.** Say the phrase with students, emphasizing the focus sound in each word.

**Pictures and Objects**

- Use the Pictures and Objects activity and My Turn, Your Turn to review the names of the pictures— *nurse*, *nose*, *nails*, and *nine*. Say the name and have students say it after you. Cut the initial sound short in each word three times.

**Making the Sound**

- Use the Making the Sound activity to play the sound. Ask students to say /n/.
  - When I say /n→n/, the tip of my tongue goes behind my top teeth and I send air through my nose. Let's all stretch that sound. /n→→→n/.**

**Students' Words**

- Use the Students' Words activity and **Think-Pair-Share** to have students share words that begin with /n/.

**Introduce the New Letter**

- Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask students what sound the letter makes.
- Write the letter “n” on the board or chart paper. Show students how the letter looks like the picture. Build a strong connection between the picture and the letter.
- Display the Uppercase and Lowercase Letter Card to show students what both forms of the letter look like.
- Attach the Uppercase and Lowercase Card below the corresponding mnemonic picture on the Key Card wall set.
  - How are the two letter shapes the same? How are they different?**

## Write It Out

### Write Letters

Trace-It Cue: /n/



- **Show animation: Trace-it Cue**—Play the writing cue three times: **From head to toe and over the net. /n→→n/.**

- Have students write the letter in the air while they recite the cue.
- Have students write the letter on their own hand or arm.
- Have students write the letter on a sheet of paper or in a journal and check each other's work.

- Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters on a sheet of paper or in a journal.

/i/ as in igloo

/d/ as in dance

/t/ as in tiger

/s/ as in sit

/a/ as in astronaut

- Have partners check each other. When they have finished, students need to review on the board, going over the

**FastTrack Phonics teaches a variety of foundational skills, such as distinguishing long and short vowels, blending, isolating, and segmenting words into sounds.**

### Hear Sounds

Whole Group Response

- Use the Hear Sounds activity to show the pictures for *seven*, *desk*, *tent*, and *inch*. Name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

seven = /s/

desk = /d/

tent = /t/

inch = /i/

### Say-It-Fast

- Use the Say-It-Fast activity to play each of the words below in Alphie Talk. Cue students to say each word.

/n-i-p/

*nip*

/n-u-t-s/

*nuts*

/n-e-t/

*net*

/t-e-n-t/

*tent*

/d-i-g/

*dig*

/s-l-i-d/

*slid*

### Break-It-Down

- Use the Break-It-Down activity to play each of the words below as usual, and have students say them like Alphie does.

tan

/t-a-n/

and

/a-n-d/

man

/m-a-n/

naps

/n-a-p-s/

nods

/n-o-d-s/

not

/n-o-t/

## Partner Practice

### Read Sounds



- **Show video: Animated Alphabet**—Introduce and play the Animated Alphabet segment for the sound covered in a previous lesson. **Let’s take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask students what sound the letter makes.

- **Letter Sound Review**—Use the Letter Sound Review activity to review recent sounds and have the class make the sound for each letter, or use Key Cards to select sounds based on your students’ needs. Review the alliterative phrase and writing cue as needed.

- Have students turn to Lesson 7 in their Partner Phonics Booklets, and read the sounds in the box together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

- **Support Partner Work**—Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully.

- **Partner Practice Celebration**— Use **Random Reporter** to select a partnership to read the letter sounds together to the class.

- Celebrate good work during partner practice by awarding pride points to partners who read letter sounds successfully.

## Stretch and Read

- Use the Stretch and Read activity to blend familiar sounds together to read the following words. Gradually reduce your support so that students are reading the words on their own.

at

sit

Sam

- If needed, use the Letter Blending Cards for additional modeling of Stretch and Read.

- **Show video: Sound It Out**—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

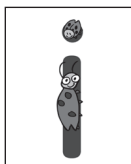


## Wrap-up Video

- **Show video: Between the Lions**—Wrap up class and celebrate what students learned today with a video.



**The Cycle of Effective Instruction:** After guided instruction or review by the teacher, students practice reading sounds and words with their partners.



Partner Phonics Booklet 1  
Page 4

Monitor

Random Reporter



**Cooperative Learning:** Teachers award pride points to recognize partners that demonstrate successful work.

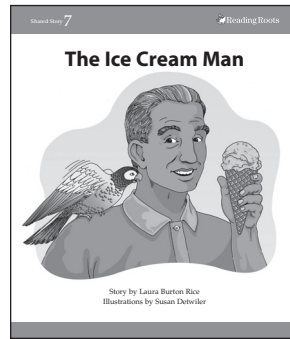
**Sound It Out videos** starring Alphie and his friends help students learn how to sound out and read words. **Wrap-up videos** give students a chance to celebrate what they’ve learned with a fun video that also focuses on the sound they’ve learned.

# The Ice Cream Man

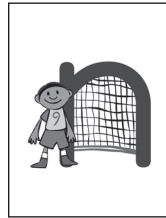
Laura Burton Rice

Shared Stories are phonetically regular texts that students can read knowing a few sounds. During the Shared Story process, the teacher presents new vocabulary words and their definitions and then guides students through partner reading.

## At a Glance



Review Sounds:



/n/

Strategies/Skills:

Previewing

**CCRS Shift 3: Staircase of Complexity**  
 Students are placed at just the right level of instruction to ensure that they are motivated to grow and advance.

## Introduction

### You will need:

- Shared Story 7: *The Ice Cream Man*
- Key card for “n”
- Reading Between the Lions interactive software
- Word cards (included in software, use of physical cards optional)



### Team Celebration

- Remind students of the partner work goal that you will be emphasizing during this lesson. Award additional pride points as students exhibit the expected behaviors throughout the lesson.



### Preview the Story

- **Let’s preview the story by thinking about the title and the cover picture. Remember, that will help us understand the story better when we read it.**
- Display the book. **The title of this story is *The Ice Cream Man*. Here is the man (point), and here is an ice cream cone. Point. I think the ice cream man is a person who sells ice cream. Here is Miss Sid. Point. Do you think birds like ice cream? (WGR) We’ll have to read the story to find out why Miss Sid is here with the ice cream man.**



- Use the video Word Play activity for additional language development.
- **Now we’re going to watch a video that will help us find out more about the story.**



- **Show video: Word Play**—Use the Word Play for Shared Story 7 to introduce the story theme and vocabulary. Have students say the vocabulary words with the video during the “Do You Remember?” section.

- **Let’s review some vocabulary words we will see in the story.** Review pictures on the screen as needed.



- **Show video: Animated Alphabet**—**Let’s practice the special letter we’ll see a lot of in today’s story.** Play the Animated Alphabet segment for Shared Story 7, or display the key card for “n.” Have students review the alliterative phrase and practice the sound.

**Vocabulary Words:**

mess, treat,  
 ice cream truck,  
 neighborhood,  
 window



# Story 7 The Ice Cream Man . . . . .

## Word Presentation



- **Show video: Sound It Out—Now let’s practice read** video segments for Shared Story 7.

### Green Words:

Nan, and, mmmmm, man, in, gets

### Red Words:

the, likes, ice cream

- **Introduce Green Words.** Select three to five Green students.
- **Introduce Red Words:** Use Say-Spell-Say to introduce Words on the word wall, and then review all the Red Words posted until students learn them.

**Teacher’s Note:** If any letter sounds appear to be especially difficult to remember within the context of words, make a note of those letter sounds in tomorrow’s phonics lesson.

- **Introduce Readles:** Present the story’s readles one at a time, asking students to repeat them.

### Readles:

happy

Vocabulary words in Shared Stories are color-coded. Green words are phonetically regular words that contain letters introduced in FastTrack Phonics. Red Words are sight words. They are either irregular or contain letters not yet introduced.

Monitor



Random Reporter



## Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the story cards. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.

## Partner Practice Celebration

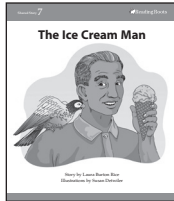
- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

### Foundational Skills for Reading Grade 1

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  - b. Decode regularly spelled one-syllable words.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.
  - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
  - f. Read words with inflectional endings.
  - g. Recognize and read grade-appropriate irregularly spelled words.

## Story 7 **The Ice Cream Man** . . . . .

# Guided Practice



### You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software

#### Foundational Skills for Reading Grade 1

1. Demonstrate understanding of the organization and basic features of print.
  - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.



Random Reporter



## Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.

## Strategy Review.

Metacognitive Strategy:  
Sound It Out

- Remind students that the reading strategy they will use with this story is **Sound It Out**
- Review the Sound It Out strategy and remind students that they should use this strategy when they come to a word they do not know.
- Model sounding out one or two words Green Words if necessary.

## Story 7 The Ice Cream Man . . . . .

**The Cycle of Effective Instruction:** Shared Stories take students through a process of guided reading with the teacher to independent reading with partners.

### Guided Partner Reading

**Teacher’s Note:** If students do not finish Guided Partner Reading of the story in one lesson session, at the end of the session remember to wrap up with recording pride points on the Team Celebration Points poster and a group cheer to celebrate progress. On the next day, be sure to complete Guided Practice before moving on to Partner Practice.

Teacher Shared Story

- Read the first three pages of the story with students, asking the comprehension and predictive questions at the bottom of the page.

Think-Pair-Share

- **Today I am not going to read the whole story with you. We’ll see why Miss Sid is with the ice cream man. Do you think birds like to eat ice cream? Let’s go back to the beginning of the story and read it all the way through.**
- Follow the Guided Partner Reading steps to lead students through a reading of the entire book.
  1. The teacher reads the teacher text at the top of the page.
  2. Peanut Butter reads the first page of the student text. Jelly helps and restates.
  3. The partners reread in unison for fluency.
  4. The teacher leads a short discussion of the page to check comprehension using the questions at the bottom of the page.
  5. The whole class rereads the page in unison (optional).

Monitor

- Repeat steps 1–5 for the next page, with Jelly now being the reader. Peanut Butter and Jelly alternate with each page. Monitor the partner reading to make sure that students are alternating reading and helping one another effectively. Model or assist as needed.
- **Class comprehension check**—Use the following questions to check class comprehension of the story:

Think-Pair-Share

**CCRS Shift 4:** Text-Based Answers Partnerships and teams work to answer questions based on literature and informational texts throughout Reading Roots.

- Page 1: **What does Nan see?** *Nan sees the ice cream man/a truck/ice cream.*
- Page 2: **What does Nan say when she eats the ice cream?** *Mmmmm!*
- Page 3: **What does Tim do?** *Tim gets ice cream.*
- Page 4: Point to Miss Sid. **Does Miss Sid like ice cream?** *yes* **Where is Miss Sid?** *Miss Sid is on Tim’s ice cream cone.* **Make a Prediction: What will happen to the ice cream?** Have students support their predictions.
- Page 5: **How do you think Tim feels?** *Tim is mad.*
- Page 6: **Why is the ice cream man mad?** *He is mad because Miss Sid made a mess.*
- Page 7: **Does Sad Sam like ice cream?** *Yes* **Who cleaned up the mess?** *Sad Sam cleaned up the mess.*

## Story 7 **The Ice Cream Man** . . . . .

### Discussion Questions

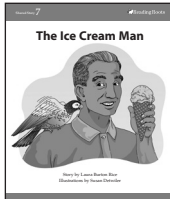
- As you discuss the story, review the vocabulary words within the context of the story or the question.
- Ask the discussion questions listed on the inside back cover of the Teacher Shared Story. Have students use the **Think-Pair-Share** strategy to discuss and listen to one another's responses. Call on different partnerships to share their answers with the class.
  1. **Who do Nan and Tim see?** *Nan and Tim see the ice cream man.*
  2. **What happens to Tim's ice cream?** *Miss Sid flies out of her cage. Miss Sid lands on Tim's ice cream cone. She knocks the ice cream off the cone.*
  3. **Who cleans up the mess Miss Sid makes?** *Sad Sam cleans up the mess.*
- Discuss with students whether their predictions were accurate or the book surprised them.
- **Optional:** If time permits, reread the entire story together as a class.

Think-Pair-Share

**Cooperative Learning: During Guided Practice, the students orally answer Discussion Questions about the story. During Partner Practice, they work with partners to answer Partner Story Questions in writing.**

## Story 7 **The Ice Cream Man** . . . . .

# Partner Practice



### You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software

## Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- If partners have finished reading the words to each other, have them continue and read the sentences to each other.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary. Remind students to say every sound in the Green Words.
- Suggest that students write difficult words on a sheet of paper so they can practice them later.

Monitor



Random Reporter

## Partner Practice Celebration

- Have the class read the story words and sentences together. Use **Random Reporter** to ask a partnership to read a sentence aloud together.
- Award pride points to students who share strategies they used to read difficult words.



## Strategy Application

**Metacognitive Strategy:**  
**Sound It Out**

- Remind students that the reading strategy they will use with this story is **Sound It Out**.
- Remind students to use the Sound It Out strategy when they come to a word they don't know.
- Ask students to coach their partners to use the strategy when reading.

# Story 7 **The Ice Cream Man** . . . . .

## Partner Reading

Focus on Fluency:  
Accuracy

**Anchor Standards for Reading**  
*Range of Reading and Level of Text Complexity*

10. Read and comprehend complex literary and informational texts independently and proficiently.

- **Today you are going to read the whole story with your partners. You will all need to help your partners to make sure that they are reading every word correctly. Your goal is to work together so both of you can read the story accurately (with NO mistakes)!**
- Have partners turn to the first page of the book. Make sure that partners are prepared to read, with their books open to the first page.
- Have students read the entire story, alternating pages with their partners. Remind students to listen while their partners read to make sure their partners are reading accurately and to help if they are having trouble. The helping partners will also retell what happened on that page. Remind students to sound out words that they find difficult. Model partner helping as needed. If you hear a mistake, have students reread that page until they read every word accurately.
- As you monitor students, record rubric scores for several students on the Shared Story Lesson Record Form for:
  - accuracy,
  - smoothness and expression, and
  - accurate retelling.
- After Partner Reading, choose a partnership or two to read one page of the book with perfect accuracy.
- Award pride points if both partners are able to read the page without any errors.

Monitor

**Foundational Skills for Reading**  
*Grade 1*

4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Partner Story Questions

- Have students turn to the inside back cover of the Shared Story. Discuss and model how students will read and answer the comprehension statements and questions with their partners. Model writing an answer with the class before students begin writing individually. Do not complete the activities as a class.

1. Did Miss Sid sit in the ice cream?

2. Did Tim get Miss Sid?

3. Sad Sam gets \_\_\_\_\_.

Circulate to monitor partner work.

**Anchor Standards for Speaking and Listening**  
*Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Monitor



## All Together Now

- **You did a great job reading! Now we'll all read the story together so we can show how well we can read. This is a time for us to show how well we learned to read this story, so let's read in a nice clear voice that sounds as though we're telling a story.**
- Celebrate by leading a group cheer. Choose two students to read for tomorrow's Reading Olympics Celebration.

## Story 7 **The Ice Cream Man** . . . . .

# Reading Olympics



### You will need:

- Shared Story 7: *The Ice Cream Man*
- Reading Between the Lions interactive software
- Reading Celebration certificates

## Goal Setting

- Tell students that today they will practice fluent reading for Reading Olympics.
- **Today is the Reading Olympics. You will practice reading fluently with your partners. Your goal is to read the story words and sentences with 100% accuracy with your partners. Your goal for reading the Shared Story, *The Ice Cream Man*, is 10 words correct per minute.**

## Partner Word and Sentence Reading

- Have students sit with their assigned partners. Distribute the Shared Stories, and have partners turn to the inside front cover. Partners will take turns reading story words and sentences to each other.
- Tell students to practice reading the words and sentences until they read everything correctly with no mistakes. Explain that if they make a mistake, they can use Stretch and Read to read the missed word correctly.
- Monitor partners, and assist with Stretch and Read or partner work behaviors as necessary.

Monitor



## Partner Practice Celebration

- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students' words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



## Story 7 **The Ice Cream Man** . . . . .

### Fluency Practice with the Story

- **Warm Up**—Have partners take turns reading the story, alternating pages, for two minutes.
- **Fluency Practice**—Tell students they will now be timed while they read the story with their partners.
- **Turn to page 4 and get ready to read with your partners. Peanut Butters, read quickly, smoothly, and accurately for one minute. Jellies, keep track of accuracy by counting the errors. Remember to put your fingers on the last word that your partners read when I say “stop.” Then record the number of words your partner read correctly. Ready, set, go.**
- Allow students to read for one minute, and then discuss whether the readers met the goal.
- **Jellies, raise your partners’ hands if they read accurately. Now look at where you stopped. Our goal was to read 10 words correctly in one minute. Jellies, raise your partners’ hands if they met the goal.**
- Repeat the activity with Jellies reading for one minute while Peanut Butters keep track of their reading.

**Focus on Fluency:**  
Reading Smoothly, with  
Expression, and at an  
Appropriate Rate

Start Reading Olympics  
Fluency Practice on  
page 4. The goal is to  
read 10 words correctly in  
one minute.



### Reading Olympics Celebration

- Ask the partnership that was selected during Partner Practice to take turns reading aloud for one minute while the group counts their accurate words.
- Award pride points if both partners are able to read without any errors.
- Award Reading Celebration certificates to the partnership if they achieved the stated goal.
- Record students’ words-correct-per-minute score on the Shared Story Lesson Record Form.
- Celebrate completing the lesson with a group cheer.
- Record pride points on the Team Celebration Points poster.



**Cooperative Learning:**  
At the end of each  
day, teachers share  
the number of team  
celebration points  
that each team  
has earned so far.  
The students are  
encouraged to work  
together the next day  
to earn more points  
for their team.



→ **Story Telling and Retelling (STaR) promotes vocabulary and oral-language development through a sequence of STaR activities. The STaR sequence teaches students predicting, clarifying, questioning, summarizing, and visualizing strategies.**

→ **CCRS Shift 1: Balancing Informational and Literary Texts**  
Students should be exposed to a wide range of informational and literary texts in many genres. STaR lessons fit this criterion.

# Ice Cream: The Full Scoop

written and illustrated by Gail Gibbons

## At a Glance

### Summary

This expository text is divided into two parts. The first part focuses on the history of ice cream. The second part tells about the business of ice cream. It explains the process of making ice cream. The milk travels from the dairy farm to the ice-cream factory, where it is transformed into ice cream. Then it's packaged and shipped to stores. The expository text also includes different facts about ice cream.

### STaR Words

factory                      ingredients                      mixture                      flavors

### Adventures in Writing Prompt

Students will write one to two sentences about what they like to have for dessert.

**Teachers' Note:** Read the second part of the book, “The Ice Cream Business” (the process of making ice cream), pages 12–27.

Background discussion, predictive questions, and vocabulary instruction prepare students to hear and discuss the story.



**Anchor Standards for Language**  
Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**CCRS Shift 6: Academic Vocabulary**  
Daily vocabulary instruction and the reading of a wide variety of content-rich texts ensure that students learn the power of words and begin to build their knowledge and ownership of academic vocabulary.

## Preview

- Display the front cover of the book, and read the title and author, while encouraging students to make predictions. Take a Picture Walk through the book to preview the text. Stop on one or two pages to allow students to think about what may be happening in various parts of the story, without giving away the ending. Review the underlined STaR words as appropriate.
- Cover: **The name of the book is *Ice Cream: The Full Scoop*. This book is like *Birds*, the previous book we read. It is an expository text. This means it's not a made-up story.** Point to the front cover. **What do you think this book is about?** Wait for students' responses. **Right. This expository text is about ice cream. The title *Ice Cream: The Full Scoop* has two meanings. What does “scoop” mean?** Wait for students' responses. **Right. Scoop means a portion of ice cream. But it can also mean information about ice cream that we will learn.**
- Page 16: **This is the ice cream factory. A factory is a building where things are made. For example, cars are made at a factory. This expository text has different features. For example, labels are next to the illustrations and tell us what the pictures are.**
- Page 22: **What are chocolate, mint, coffee, vanilla, walnut, and chocolate chip?** Wait for students' responses. **Right. These are flavors. Flavor is what something tastes like.** Use Think-Pair-Share to ask students: **What is your favorite ice cream flavor?**
- Read aloud the STaR words below, and ask students to repeat them after you. If possible, post the words on cards or display them on the whiteboard. Provide a brief definition, or illustrate the meaning of the word as prompted by the following chart. Tell students that these are important words for the book, and ask them to listen for the words as you read.

Word	Page Number	Definition or Synonym	Sample Sentence or Explanation
factory	16	a building where things are made	Picture Walk, page 16
ingredients	17	the parts that make up something	Milk is one of the <i>ingredients</i> of ice cream.
mixture	18	things mixed together	Mom put the cake <i>mixture</i> into the oven so the cake would bake.
flavors	22	how something tastes	Picture Walk, page 22

Students remain actively engaged throughout the read aloud as they answer comprehension questions and discuss vocabulary words within the context of the story.

## Interactive Reading

Think-Pair-Share

- Read the text interactively, discussing the STaR words in context and using **Think-Pair-Share** to ask the comprehension questions listed below.

Page 14: **The text tells us that the milk is still kept cool. This must be an important part of making ice cream because the author tells us twice that the milk is kept cool.**



Page 15: **“Factory” is one of the STaR words. The book says that the milk is delivered to the ice-cream factory. Point to the large building. The picture shows a building where milk, sugar, fruits, and nuts are brought. This helps me understand what factory means. A factory is a building where things are made. This is where the ice cream is made.**

### Anchor Standards for Speaking and Listening

Comprehension and Collaboration

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Page 17: **“Ingredients” is one of the STaR words. The book says that cream, milk, and sugar are put into a large vat and that all these ingredients are mixed together. But what does ingredients mean? Well, ingredients means the parts that make up something that we eat, in this case, ice cream.**

Page 18: **“Mixture” is another one of the STaR words. The book says “then the mixture is put in a pasteurizer.” This helps me understand what mixture means. A mixture is things mixed together. T-P-S: Why is the mixture put in a pasteurizer? Provide students with the following sentence stem: **The mixture is put in a pasteurizer to *kill bacteria*. This is important because if bacteria are not killed, they can make us sick.****

### Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Page 22: **“Flavor” is one of the STaR words. Point to the labels on the containers as you name the flavor of each. The book says there is vanilla, chocolate, mint, and many other flavors of ice cream. This helps me understand that flavors means how something tastes. T-P-S: What ice cream flavors do you know?**

Page 28: T-P-S: **What do you think the ice-cream vendor is going to do with the waffles?** Pantomime scooping ice cream into a cone.



## STaR Celebration

- Invite Alphie to come out and introduce the celebration with the STaR word chant.
  - Let’s cel-e-brate a word we’ve learned.
  - We’ll make a sentence. It’s our turn.
- Say the STaR words again. Ask students to pick STaR words and discuss the words they choose in partnerships. Tell students to practice saying their words in complete sentences. Ask them to share their sentences in their partnerships.
- Use **Random Reporter** to select one or two partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Techniques to increase comprehension, such as Total Physical Response, pantomime, and dramatization, are incorporated into STaR.

Random Reporter



Teachers use a fun activity called **Alphie's Question Quiz** to collect oral-language samples and monitor language development.

## Alphie's Question Quiz

- Collect an oral-language sample from a student using the prompts below to help the student construct his or her best sentence. Score the response using the Oral-Language Scoring Rubric. Record the score on the Shared Story.
- Bring Alphie out in an exciting game show fashion. Have Alphie select a student to come up for his quiz.
  - **It's time for Alphie's Question Quiz, the exciting time when Alphie sees if one of you can answer a question about our story in a complete sentence!**
- Have Alphie ask the student the quiz question, and encourage the student to compose the richest sentence possible.
- Invite the class to give a cheer to the student.
- Award pride points to students who, with or without prompts, compose a sentence that scores 3 points on the rubric.
- Use the second question with another student if time allows.



**Anchor Standards for Language**  
*Conventions of Standard English*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Alphie's Questions

- Where is ice cream made?
- What are some of the ingredients in ice cream?

The final response is rated using a rubric. Rubric scores are recorded on the Shared Story Lesson Record Form.

### Oral-Language Scoring Rubric

- 0 – The student does not respond, or the response does not make sense.
- 1 – The student responds with a word or a phrase that makes sense.
- 2 – The student responds in a complete sentence that makes sense.
- 3 – The student responds in a complete sentence(s) that makes sense and includes details.



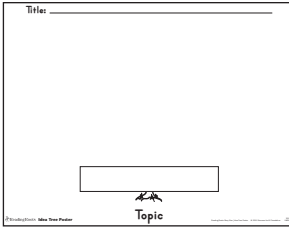
### Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

**Anchor Standards for Speaking and Listening**  
*Presentation of Knowledge and Ideas*

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Structure Review



- Display and review the idea tree poster.
  - **Let's use our idea tree to help us think about the important parts of the book. The big topic of this book is making ice cream.** Write the topic on the trunk of the idea tree.
- **We will make branches for our tree that show the more important things, or main ideas, that we learned from the book.** Prompt students to generate a list of things that they learned from the text. Record their ideas on branches of the tree.
- If needed, use **Think-Pair-Share** with the following questions to help students recall the main ideas.

Think-Pair-Share

### Anchor Standards for Reading Key Ideas and Details

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- **The process of making ice cream starts \_\_\_\_\_.**
- **It is important to keep milk cold because \_\_\_\_\_.**
- **\_\_\_\_\_ are some of the ingredients of ice cream.**
- **The mixture is pasteurized to \_\_\_\_\_.**
- **\_\_\_\_\_ are some ice cream flavors.**
- **The room where the ice cream is kept is very \_\_\_\_\_.**
- **\_\_\_\_\_ sell ice cream.**

## Retell

- Expand understanding about the book's details by using one of the following retell activities.

### Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

#### Option 1: Interactive Story Circle

Have students sit in a circle, ensuring that partners sit next to one another.

Open the book to the first page and tell what happened on the page in a single sentence.

Pass the book to the next partnership and have them make a sentence about the next page. Continue until the entire book has been retold.

#### Examples:

Page 12: The process of making ice cream starts at the dairy farm.

Page 13: The milk is kept cool so it doesn't spoil.

#### Option 2: Reread

Think-Pair-Share

- Ask the following questions as you reread the book. Use **Think-Pair-Share** to have students discuss their answers. Encourage students to answer in complete sentences.
  - **What products are delivered to the ice cream factory?**
  - **Why is it important to make the mixture cooler?**
  - **Why is it important to have blades spin around the mixture?**
  - **What are some of the different containers in which ice cream is sold?**
  - **What is the most popular ice cream flavor?**



## STaR Celebration

Oral-language skills and vocabulary are reinforced as students create sentences with the STaR words or retell their favorite parts of the books in complete sentences during STaR Celebration on days 1 and 2.

- Introduce the celebration.
- Ask students to discuss the retell with their partners. Ask students to select a favorite part of the book (e.g., character, event, part they enjoyed learning about, etc.). Tell students to practice talking about their favorite parts in complete sentences, telling why they like them. Ask students to share their sentences with their partners.
- Ask students to tell to which part of the idea tree their sentences relate.
- Use **Random Reporter** to select partnerships to share their sentences with the class.
- Award pride points to partnerships who successfully share a complete sentence.

Random Reporter



## STaR Writing

Emergent writing strategies are taught and modeled. Students are encouraged to use different strategies to write words that they do not know how to spell.

### Writing Strategies Bank



Draw a Picture



Draw a Line



Find and Copy a Word



Write Sounds That You Know



Remember a Word



Say-Spell-Say



Stretch and Count

- Restate each of the STaR words.
- Introduce using the writing strategy Stretch and Count by using placeholders and partial sound spelling as you model writing your own sentence.
- **In FastTrack Phonics, we have been learning a new game called Stretch and Count. Today I would like to show you how you can use Stretch and Count to help you write words. Sometimes when we don't know how to write a word, we can play Stretch and Count first to think about how many sounds there will be and then write the letters for the sounds that we know.**
- **For example, how many sounds do you hear in “mash”? Let's break it down and count the sounds on our fingers: /mmm/, /aaa/, /sh/. There are three sounds, so I will draw three lines. Now I will write letters for sounds that I know on the lines. The first sound is /mmm/, and I know how to write the**

letter for /mmm/. Write “m.” The next sound is /aaa/. I know how to write the letter for /aaa/. Write “a.” The last sound is /sh/. Hmmm, I don’t know how to write /sh/, so I will leave a line there to stand for the sound /sh/.

- I made a sentence with the word “flavors.” My sentence is, “Mint is one of my favorite flavors of ice cream.” The first word is “mint.” Let’s play Stretch and Count to see how many sounds are in the word “mint.” Encourage students to count the sounds on their fingers as you sound out the word together /mmm/ /iiii/ /nnnn/ /tttt/. How many sounds are in “mint”? *Four*. Draw four lines on the board. Sound out the word again, writing letters in the spaces as students name them. In this example, students have been introduced to all the letters in the word and may be able to use full sound spelling. Full sound spelling will not be an expectation, however, until Stretch and Spell is introduced in lesson 9.
- Continue to model the remainder of the sentence, using the strategies listed below or those most needed by your students.

**Suggested Strategies:**

<b>is</b>	Say-Spell-Say
<b>my</b>	Remember a Word
<b>favorite</b>	Draw a Line
<b>kind</b>	Stretch-and-Count placeholders and full sound spelling ( _ i n d )

- Add the strategy Stretch and Count to the Writing Strategies Bank.
- Tell students to work with their partners to think of sentences using the STaR words. Encourage students to use more than one STaR word in their sentences if appropriate. Students may use the same words they used for their celebration sentences or different words.
- Encourage students to help their partners add details to their sentences to make them more interesting.
- Allow time for students to write their sentences on a sheet of paper or in a journal. Circulate as they write, discussing with students the strategies that they have used.
- Use **Random Reporter** to select partnerships to share their written sentences with the class. Display the writing on a special writing celebration bulletin board.
- Award pride points to partnerships who successfully share a complete sentence.

Students work with their partners to write sentences using STaR words.

Random Reporter



**Team Celebration**

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

**CCRS Shift 5: Writing from Sources**

The CCRS call for students to regularly use evidence from the text in their writing to inform or make arguments. Adventures in Writing activities promote the practice of supporting one's writing with information from the text.

During Adventures in Writing, students use the writing strategies they learned during STaR Writing and follow the writing process of prewriting, planning, writing, editing, and sharing a final product.

**Adventures in Writing Prompt**

Students will write one to two sentences about what they like to have for dessert.

**Brainstorm and Build Background with Topic**

- Have students gather in front of the board. Introduce the activity.
- **Tim and Nan bought ice cream from the ice cream man in the Shared Story. In the STaR story, we learned about how ice cream is made. Ice cream, like other special treats, is a type of food that we eat for dessert. Today we will create a list of desserts that we can use to answer some questions.**
- Model how to write a sentence that answers each question using information from the list. Continue to model sound spelling, partial sound spelling, placeholders, and copying so you can write the sentences.
- Place the title “Desserts” on the board. Brainstorm dessert items with students, and add them to a list. Model using strategies from the Writing Strategies Bank as you record student responses.

**Suggested Strategies:**

<b>cake</b>	Stretch and Count (placeholders + partial sound spelling) (c _ k _)
<b>ice</b>	cream Find and Copy a Word
<b>fruit</b>	Write Sounds That You Know (gelatin)
<b>cookies</b>	Draw a Picture
<b>pudding</b>	Stretch and Count (partial sound spelling + placeholders) (pudi_)
<b>gelatin</b>	Write Sounds That You Know (jeltn)

- Explain to students that they will now answer the questions about desserts.
- Write the following questions on the board:

What do you like to have for dessert?

What flavor do you like?

- **Today we have two questions to answer. Let's read about our answers.** Read the two questions from the board.
- **I will show you how to answer these questions.** Read the first question, and model writing an answer. **What do you like to have for dessert? I like to have cake for dessert.**

**Suggested Strategies:**

<b>I</b>	Remember a Word
<b>like</b>	Say-Spell-Say
<b>to</b>	Find and Copy a Word
<b>have</b>	Write Sounds That You Know (hav)
<b>cake</b>	Stretch and Count (placeholders + partial sound spelling) (c _ k)
<b>for</b>	Remember a Word
<b>dessert</b>	Stretch and Count (placeholders + partial sound spelling) (des _ t)

**Anchor Standards for Writing Text Types and Purposes**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



## Lesson 7

- Reread the sentence, and then add a period at the end. **I must add a period to the end of my sentence.**
- Read the second question and model writing an answer. **What flavor do you like? I like chocolate cake with vanilla frosting.**

### Suggested Strategies:

<b>I</b>	Remember a Word
<b>like</b>	Say-Spell-Say
<b>chocolate</b>	Draw a Line
<b>cake</b>	Stretch and Count (placeholders + partial sound spelling) (des _ t)
<b>with</b>	Remember a Word
<b>vanilla</b>	Draw a Line
<b>frosting</b>	Write Sounds That You Know (fost)

### Anchor Standards for Writing Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Reread the sentence, and then add a period at the end.

## Partner Planning

- Have students sit with their partners to discuss and plan what they will tell about their dessert item.
- Remind students that they must write sentences that answer both questions.
- **Now think about your sentences.** Pause to let students think. **Now tell your sentences to your partners.** Pause while students talk. **Now whisper your sentences into your hand and hold on to them.**
- Use **Random Reporter** to select partnerships to share what they have planned with the class.
- Award pride points to partnerships who successfully share what they have planned.

Random Reporter



## Writing

- Have each student write an answer to each question on a sheet of paper or in a journal.
- Ask individual students to read their writing to you as you circulate. Encourage and recognize the use of writing strategies from the Writing Strategies Bank for words that students do not know how to write.

## Checking

- Using the rubric from the Shared Story, note progress in the development of students' writing skills for several students.

### Expectations for this lesson include:

**Uses a Variety of Writing Strategies:** Students should attempt to use sound spelling most of the time except when their word choices are sight words from the Shared Story. Students should comfortably use other strategies from the Writing Strategies Bank when needed.

**Expresses Complete Ideas:** Students should be able to use information generated by the class and discussion with their partners to think of good ideas that will effectively answer the questions.

**Uses Vocabulary from STaR and/or Shared Story.**



## Team Celebration

- Add up the total number of pride points for each team. Remind students that they will continue to earn points for this lesson tomorrow. Celebrate team points earned with a cheer for each team.

## Adventures in Writing Prompt

Students will write one to two sentences about what they like to have for dessert.

### Writing

- Review with students the writing strategies and writing prompt.
- Students continue writing or illustrating.



### Writing Celebration

#### Anchor Standards for Speaking and Listening

##### Comprehension and Collaboration

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- Have partners sit with each other and choose Peanut Butter or Jelly to read his or her writing first. Ask students to listen carefully while their partners read. Remind them to share something they like about their partner's writing or to help add more details to the writing.

Students should take turns reading and hearing feedback until both partners have had an opportunity to share.

- Circulate as students share, making sure that they take turns sharing and providing feedback. Model proper reading, listening, and responding behaviors. Encourage students to comment positively or ask one another questions about their work.
- Use **Random Reporter** to select a partnership to share examples of places where they used writing strategies for words they did not know how to write. Encourage students to explain what they did to the class, providing assistance as needed. Praise their use of the writing strategies. Display their work on a writing celebration bulletin board.
- Use **Random Reporter** to select a partnership to share what they wrote with the entire class. Remind students to practice active listening while someone is sharing his or her work.
- Award pride points to partnerships who share a writing strategy that they used or who read their writing to the class.

Random Reporter



The final writing product is rated using a rubric. Rubric scores are recorded on the Shared Story Lesson Record Form.

### Adventures in Writing Rubric

Students earn up to three points.

- 1 point** – Uses a variety of writing strategies
- 1 point** – Expresses complete ideas
- 1 point** – Uses vocabulary from STaR and/or Shared Story

If there is no evidence for any of the rubric criteria, record a 0 on the Shared Story.



### Team Celebration

- Add up the total number of pride points for each team. Celebrate team points earned with a cheer for each team.

## Lesson 7

### **Extension Activity (optional)**

- Read the first part of the book about the history of ice cream on pages 3–7 and the part with the heading “The Ice Cream Machine” on pages 8–11. Engage students in a discussion about some of the important information on these pages.









### **Reading Between the Lions: Reading Roots 5th Edition**

**(RBtL)** is a comprehensive program for beginning readers. The cooperative learning framework and rich media from the renowned public television series *Between the Lions*\*, bring concepts to life. Fast-paced lessons develop phonics, fluency, comprehension, oral language, and vocabulary quickly. A sequence of decodable stories provides daily practice of phonics skills in connected text. Engaging, computer-based partner activities provide both practice and immediate progress data to ensure teachers are able to easily target exactly what their students need. Authentic children's literature provides a rich base for language development and writing opportunities. Reading Between the Lions is based on the same foundation as Reading Roots, which has been shown in numerous studies to dramatically increase student success in early reading. RBtL brings the power of proven instructional practices to emergent and early readers with lively media, easy-to-use software, and state-of-the-art online tools for tracking progress.

\* *Between the Lions* is a co-production between WGBH in Boston and Sirius Thinking, Ltd. in New York City, in association with Mississippi Public Broadcasting.



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